

RDG 675 – Reading and Writing
June 7th –July 1st

Cara Mulcahy
Lynda Valerie
Department of Reading and Language Arts
School of Education and Professional Studies
209 Barnard Hall
Mulcahy_cam@ccsu.edu
Valerie_lym@ccsu.edu

Required Text:

Graves, D. & Kittle, P. (2005). *Inside writing*. Portsmouth, NH: Heinemann.
Cunningham, P.M. & Cunningham, J.W. (2009). *What Really Matters in Writing*. Boston, MA: Allyn & Bacon

Course Description:

Investigation of materials and procedures used for teaching reading in content areas.

Course Objectives:

1. Teacher participants will collaborate to improve their own writing.
2. Teacher participants will share teaching and learning techniques in writing.
3. Teacher participants will learn how to enhance writing instruction in their own classrooms.
4. Teacher participants will learn how to become presenters/consultants to other classrooms in order to share their expert knowledge on the teaching of writing.
5. Teacher participants will learn how to conduct field-based research in their own and colleagues' classrooms

Course Expectations

Attendance and punctuality are expected. Constructive and productive discussions on assigned topics will rely primarily on the contributions of the members of the class. Thus, it's important that you make every effort to attend class. Plan to arrive on time, participate, and stay for the entire class

Reading and writing. You will be expected to respond orally and in writing to the readings assigned during the course. Please come to class having read the assigned readings.

Assignment completion. Satisfactory completion of all assigned tasks related to the course is expected. (Refer to class assignments)

Course Assignments:

Class attendance, participation and discussion: Because of the short, but intense, timeline of this course, attendance and participation are crucial to the overall success for everyone in the course. Several of the assignments will be done in groups; therefore, the success of each group is dependent on each of its members. Discussion is an important part of this course as it allows us to examine topics from different perspectives, share our opinions with one another, and explore new ideas. (10pt)

Mini-lesson: Students are required to develop and present one writing mini-lesson. This mini-lesson is one whereby members of the class are engaged and active participants. Written copies of min-lessons are to be provided for each class member. Presentations begin June 14. (10 pt)

Family Literacy idea share: For this activity we ask that each student find/develop a family literacy activity that helps students develop as writers. A one page write up of your family literacy activity is due on June 28th. Ideas will be shared in class on June 28 (5 pt)

Creative Writing: This is a creative piece of your own choosing. It may be a poem, short story, non-fiction prose or creative non-fiction such as: a personal narrative, a memoir, a teacher story, or a profile of an important person in your life. The total length of the final draft should not exceed five pages. In keeping with the CCWP we view creative writing as a process whereby the writer becomes involved with an idea, determines the form it will take and works through a process of drafts and rewrites to achieve the desired outcome. A file showing multiple drafts of the piece is to be kept to demonstrate how the writing evolved over time. The final draft is due June 24. Please turn in all drafts of your piece. Also submit to the class wiki. (20 pt)

Professional Piece: For the purpose of this course a professional piece differs from a creative piece in that the focus for the professional piece is on academic writing. This may take the form of a short article, a position paper, or a case study. The professional piece is due July 1. (20pt)

- Short Article: This could be a description of the mini-lesson you will demonstrate to the class. Such an article might consist of the handout from the mini-lesson with a few paragraphs explaining the significance of the lesson. As the process grows the article might grow to include a detailed rationale for the lesson, an account of how the mini-lesson emerged as a part of your teaching repertoire, what the practice entails, and what sort of work (with students samples) it elicits from students.

Other professional articles include such pieces as long reviews of professional books, a response to one or more journal articles, or a report on some curricular change, educational policy change or innovative program in the classroom. (Adapted from South Coast Writing Project, Sheridan Blau).

- Position Papers: This differs from an article in that it takes on an issue – often a controversial one- and presents an argument or makes a case rather than add to the existing literature on a given topic. A position paper may take the form of an editorial or opinion piece or it might be framed as a proposal for a curricular change or reform or academic policy. Position papers are important as they allow the voices of teachers to be heard by policy makers and the public. Such pieces may be published in newspapers, newsletters, professional journals. Similarly they may be delivered as testimony at legislative/public hearings and school board meetings. (Adapted from South Coast Writing Project, Sheridan Blau).
- Case study: Teachers interested in teacher-research often begin their work with case studies of students. A case study is often like a good short story with an interpretive mini-essay attached. That is, the study introduces a character, tells the character's story,

and describes the characters thoughts, actions, and reactions. A case study reflects on this story so as to identify what can be learned and may be applied to similar teaching situations. (Adapted from South Coast Writing Project, Sheridan Blau).

Write to learn: This consists of in-class quickwrites that will be completed in response to chapter readings or activities. These quickwrites serve as write to learn activities. Although written in class, they will be entered into the wiki at home that night. (10pt)

Student choice:

Complete two of the following for a total of 10 pts.

- Annotated list of Writing Websites. Identify 10 websites geared toward enhancing student writing. Provide a brief annotation for each website. Use APA style to reference the Websites. See websites below for help with APA style. Choose websites that are currently less well known. For example, ReadWriteThink, The National Writing Project, Teachers College Reading and Writing Project, and Scholastic are familiar to most teachers. Be sure the websites identified are teacher friendly or kid friendly and lend themselves to enhancing writing instruction or engaging reluctant writers. Due June 16. (5 pt)
http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796#references
<http://owl.english.purdue.edu/owl/resource/560/10/>
- Professional Periodicals. Locate 5 periodicals that are potential places for submitting your professional piece. Write up 1-2 pages explaining the requirements for submission to each of the periodicals and why you feel the periodical would be an appropriate place for you to publish. Be realistic when choosing periodicals. If the acceptance rate is low such as with the English Journal or Journal of Adolescent and Adult Literacy, this may not be the best periodical for you. Due June 21. (5pt)
- Facilitate a chapter discussion. Students have option of leading one of the class discussions following a chapter reading. Students will need to identify strengths and weaknesses of the chapter, consider classroom application of information presented, pose questions for discussion and/or lead a class activity demonstrating a writing technique from the chapter. Due date will vary. (5 pt)
- A Critical Analysis of a Commercial Writing Program. Your analysis could be of a writing program your school/district is currently implementing, one your school/district is thinking of implementing or a program you are interested in learning more about. Some writing programs are aligned with the Writer's Workshop model, some focus on test preparation, while other programs may be a combination of both. Recognizing the stated or unstated goal of a writing program is important as it allows us to be aware of how teachers and students are being positioned in relation to the kind of literacy being taught. Such an analysis encourages us to ask, does the writing program prepare students to be test takers or life long writers? Writing Programs need to be approved by instructors. Due June 30. (5pt)

Writer's notebook: During the next four weeks each individual will maintain a writer's notebook. This notebook is a place for you to discover and develop your thoughts, ideas, feelings and reactions to a variety of prompts as well as to class discussions, chapter readings and class activities. Your writer's notebook will be used for "writing into the day" and for silent sustained writings. It is here you may begin to formulate ideas for your professional and personal pieces. A writer's notebook encourages you to write everyday which is crucial to your own development as a writer. (10pt)

Writing response groups: These groups provide peer support during the writing process. Although the actual act of writing may be a solitary one, in order to develop our writing further, feedback from peers is invaluable. With this in mind, you will be assigned to writing response groups. In these groups you will share and discuss your writing with one another, seek suggestions about your own writing and provide feedback for peer pieces.

Chapter discussion groups: During each class meeting there will be time for small group discussions on the assigned chapter(s) for that evening. These groups are separate from the writing response groups. Following the small group discussion, chapter will be discussed as a class.

Course Portfolio: You are required to complete one course portfolio reflection. The course portfolio reflection aligns with the program portfolio. Completing the course portfolio enables you to work towards creating your program portfolio. For this class, any of the assignments can be used as an artifact. Your reflection should demonstrate competency of Standard 5. Due June 30^t (5pt)

DAILY ASSIGNMENTS

June 7th

First class meeting

June 8th

Due: *What Really Matters in Writing* chapters 1 & 2

June 9th

Due: *What Really Matters in Writing* chapters 3 & 4

June 10th

Due: *What Really Matters in Writing* chapters 5 & 6

June 14th

Due: *Inside Writing* parts I & II
Mini-lesson presentations begin.

June 15th

Due: *What Really Matters in Writing* chapters 7 & 8

June 16th

Due: *What Really Matters in Writing* chapters 9 & 10
Student Choice: annotated websites

June 17th

No Class

June 21st

Due: *Inside Writing* Part III
Student Choice: professional periodicals

June 22nd

Due: *What Really Matters in Writing* chapter 11

June 23rd

June 24th

Due: creative writing piece

June 25th

June 28th

Due: family literacy idea share

June 29th

No class

June 30th

Due: Student Choice: critical analysis of writing program
Course portfolio

July 1st

Due: professional piece

Grade breakdown

Class attendance & participation:	10 points
Mini-lesson:	10 points
Family literacy idea share:	5 points
Creative writing:	20 points
Professional piece:	20 points
Write to learn:	10 points
Student choice:	10 points
Writer's notebook:	10 points
Course Portfolio:	5 points
	100 points

Course Objectives	IRA Standards and Subcategories Addressed	School or Education and Professional Studies Conceptual Framework
1. Teacher participants will collaborate to improve their own writing.	Standard 4: Creating a literate environment; Element 4.3 Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.	Conceptual Framework I. The Educational Professional as Active Learner. B. Communicates in multiple forms to diverse audiences. C. Possess pedagogical knowledge for content to be taught. D. Engages in habits of critical thinking and problem solving. Conceptual Framework II. The Education Professional as Facilitator of Learning for All Students. A. Applies knowledge of human development across the lifespan (including physical, cognitive, social and emotional growth). B. Respects and values learners. C. Addresses the diversity of learning environment. D. Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning. Conceptual Framework III. The Education Professional as Reflective and Collaborative Practitioner. B. Accepts responsibility for student learning.
2. Teacher participants will share teaching and learning techniques in writing.	Standard 4: Creating a literate environment; Element 4.3 Model reading and writing enthusiastically as valued lifelong activities.	Conceptual Framework I. The Educational Professional as Active Learner. C. Possess pedagogical knowledge for content to be

		<p>taught.</p> <p>D. Engages in habits of critical thinking and problem solving.</p> <p>Conceptual Framework II. The Education Professional as Facilitator of Learning for All Students.</p> <p>A. Applies knowledge of human development across the lifespan (including physical, cognitive, social and emotional growth).</p> <p>D. Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning.</p> <p>Conceptual Framework III. The Education Professional as Reflective and Collaborative Practitioner.</p> <p>A. Makes informed and ethical decisions.</p> <p>B. Accepts responsibility for student learning.</p>
3. Teacher participants will learn how to enhance writing instruction in their own classrooms.	<p>Standard 2: Instructional Strategies and Curriculum materials; Element 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from differing cultural and linguistic backgrounds.</p>	<p>Conceptual Framework I. The Educational Professional as Active Learner.</p> <p>A. Possess strong content knowledge in the arts and sciences.</p> <p>C. Possess pedagogical knowledge for content to be taught.</p> <p>Conceptual Framework II. The Education Professional as Facilitator of Learning for All Students.</p> <p>D. Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning.</p> <p>Conceptual Framework III. The Education Professional</p>

		as Reflective and Collaborative Practitioner. B. Accepts responsibility for student learning.
4. Teacher participants will learn how to become presenters/consultants to other classrooms in order to share their expert knowledge on the teaching of writing.	Standard 5: Professional development; Element 5.2 Continue to pursue the development of professional knowledge and dispositions & Element 5.4 Participate in, initiate, implement, and evaluate professional development programs.	Conceptual Framework I. The Education Professional as Active Learner. B. Communicates in multiple forms to diverse audiences Conceptual Framework II. The Education Professional as Facilitator of Learning for All Students. C. Addresses the diversity of learning environment D. Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning. Conceptual Framework III. The Education Professional as Reflective and Collaborative Practitioner. A. Makes informed and ethical decisions. B. Accepts responsibility for student learning.
5. Teacher participants will learn how to conduct field-based research in their own and colleagues' classrooms	Standard 5: Professional development; Element 5. 3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.	

NOTE: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. I will need a copy of the accommodation letter from Student Disability Services in order to arrange your class accommodations. Contact Student Disability Service, room 241, Copernicus Hall, if you are not already registered with them. Student Disability Services maintains the confidential documentation of your disability and assist you in coordinating reasonable accommodations with your faculty